WELCOME!

Dr. Marvin Marshall

DISCIPLINE without STRESS®

How to Handle
Every Discipline Problem
and
Increase Academic Performance

By Marvin Marshall

Download, print and keep handy the teaching model at www.MarvinMarshall.com Teaching Model (red on menu bar)

Each time you **coerce** someone by **using your power of authority**, you **deprive** that person of an opportunity to become more responsible.

Internal motivation is far more powerful and effective in changing behavior than external approaches of telling, rewarding, threatening, or punishing.

DISCIPLINE without STRESS® TEACHING MODEL

I. Classroom Management vs. Discipline
II. Three Principles to Practice
III. The Raise Responsibility System
IV. Using the System to Increase Academic Performance

DISCIPLINE without STRESS® TEACHING MODEL

I Classroom Management vs. Discipline

The key to effective classroom management:

- Modeling, teaching, practicing, and reinforcing PROCEDURES

DISCIPLINE without STRESS® TEACHING MODEL

I Classroom Management vs. Discipline

CLASSROOM MANAGEMENT **has to do with making instruction** *(what the teacher does)* **and learning** *(what students do)* **EFFICIENT.**

DISCIPLINE **has to do with student behavior.**

Attention Management

PROMPT

FOCUS
on the teacher

SIGNAL others

DISCIPLINE without STRESS® TEACHING MODEL

II Three Principles to Practice

- Positivity
- Choice
- Reflection

Rules are meant to control, not inspire.
Rules are necessary in games, but between people they immediately create an adversarial relationship.

RESPONSIBILITIES

- Have my materials
- Be where I belong
- Follow directions
- Do my assignments
- Be kind to others

Practice I - Positivity

P = Send <u>POSITIVE</u> messages.

Notice the number of times you **state something negatively that could be stated in positive terms**.

Promise with the positive by using *contingencies*, rather than *consequences that prompt negative feelings.*

"As soon as you finish your work, you can go to the activity center." (Contingency - stated in the positive) vs.

"If your work is not done, you're not going to the activity center." (Consequence - stated negatively)

Practice 1 - Positivity

What we perceive (**cognition**)

and how we feel (**emotions**)

are **inseparable.**

Information to the brain is immediately followed by an emotion.

Practice 1 - Positivity

Change Negatives To Positives

"No running!" becomes

"We walk in the hallways."

"Stop talking!" becomes

"This is quiet time."

Practice 2 - Choice

C = Offer <u>CHOICES</u>.

Choice empowers. Choices give ownership, a critical component for **changing behavior**.

Giving *three* options—rather than two—removes all perceptions of coercion.

Be it a situation, a stimulus, or an urge, ***a person always has a choice regarding the response***.

Don't accept victim-type thinking; it is counterproductive to fostering responsibility, e.g., "*He hit me first!*" "*I had no choice!*" *and* "*He made me do it.*"

Practice 2 - Choice

"CHOICE-RESPONSE THINKING" Is Taught

Regardless of the *situation* (you cannot change),

Regardless of the *stimulation* (you cannot change),

Regardless of the *impulse* (you cannot change),

You still have the freedom and power to *choose your response*.

Think: *CHOICE > RESPONSE*

Practice 2 - Choice

You choose:

How to act

What to say

How you say it

What to focus on

When to go along with others

When to resist

What you say about others

What you say to yourself about yourself

Practice 3 - Reflection

R = Encourage REFLECTION.

Ask reflective questions that foster growth and responsibility, e.g., *"Are you willing to try something different?" "If you could not fail, what would you do?" "What would an extraordinary person do?"*

Be cautious of *"why?"* questions. They allow the person to give an excuse, be a victim, and avoid responsibility.

Practice 3 - Reflection

Think of one person in your life
and then answer the following question to yourself:

Have you ever CHANGED that person?

(Not controlled
but actually changed that person)

It is interesting to attempt to find the “why” of a behavior; however, knowing the reason has absolutely nothing to do with making new neural connections to **CHANGE BEHAVIOR**.

Practice 3 - Reflection

Ask four questions that lead to a change in behavior:

*(1) "What do you **want**?"*

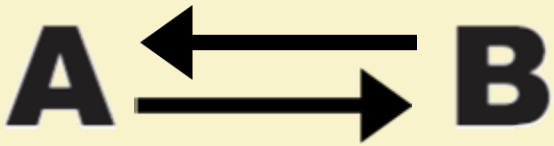
*(2) "Is what you are **choosing to do** helping you get what you want?"*

(3) *"If what you are choosing to do is not getting you what you want, then what is your **plan**?"*

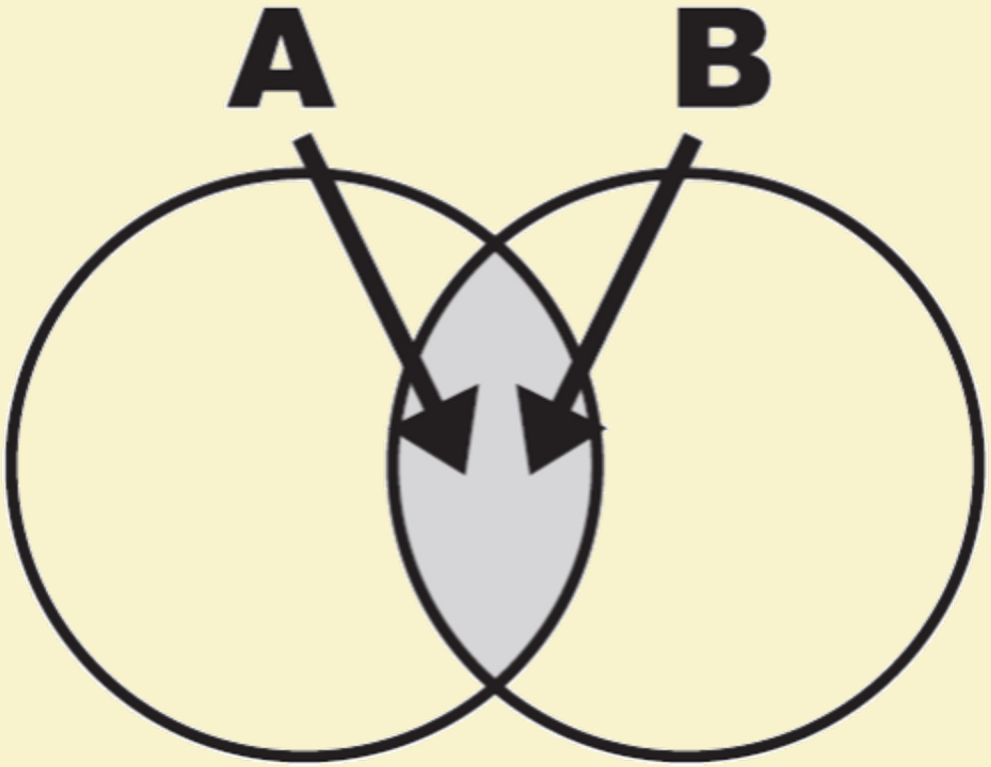
(4) *"What are your **procedures** to implement your plan; specifically, what will you do?"*

The art of *influence*
is to *induce* the person
to *influence* oneself.

Solving Circles



Solving Circles



III Raise Responsibility System

INSTRUCTIONAL MODEL

(1) Teaching Levels of Social Development

(Teaching)

The only part of the model that is essential for students to learn

(2) Checking for Understanding

(Asking)

(3) Guided Choices

(Eliciting)

The Hierarchy of Social Development

LEVEL A ***Anarchy***

- Absence of order - Aimless and chaotic

LEVEL B ***Bossing/Bullying***

- *Bothers others - Bullies others*
  - Breaks rules and standards
  - Must be bossed to behave

Neither of these levels is acceptable or tolerated in the classroom.

Level A (Behavior)

- These people are interested only in themselves, have no interest in others, and disrupt activities.
- Deliberately misbehave and cause a disturbance

Level B (Behavior)

- These people are often “out of it.” They often have a hard time keeping up because **they don't choose to put in the effort** needed to keep on top of what needs to be done. This can lead to **uncomfortable feelings of discouragement** or even panic when they realize that they have missed directions, don't know what to do, are behind in assignments, or do less than their best.
- Spends little if any effort to learn
- Distracts others by taking them off task
- Selfish

The Hierarchy of Social Development

LEVEL C ***Cooperation/Conformity***

EXternal motivation

- **Considerate**
- **Complies with what is expected**
- **Conforms to negative peer pressure**

Level C (EXternal Motivation)

Relies on EXternal motivation to prompt effort

- Practices when an adult is nearby
- Applies effort mainly to impress or satisfy others
- Completes assignment primarily to get a good grade

Level C (EXternal Motivation)

EXternal motivation to prompt effort

These people do what is required, but they depend on others or are motivated from something outside of themselves.

These people often do not exercise their best effort and so are deprived of the satisfaction that comes with **Level D motivation**.

The Hierarchy of Social Development

LEVEL D ***Democracy Highest Level***

INternal motivation

- **Democracy and responsibility are inseparable**
- **Displays responsibility and develops self-discipline**
- **Does good because it is the right thing to do**
- ***Demonstrates initiative***

Level D (INternal Motivation)

- Displays a **desire to learn**
- Stays focused during the lesson
- **Willingly** practices to improve skills
- Practices **without the necessity of adult** supervision
- Completes the assignment because it is in **one's best self-interest**

Level D (INternal Motivation)

- These people know what is going on in the classroom. They listen for directions and take the initiative to look after themselves. As a result, they feel capable and informed. **They experience joy and satisfaction that comes from taking the initiative of doing what is best.**

Card & Poster

Levels of Development
D
Democracy (Highest level)
Develops self-discipline
Demonstrates initiative
Displays responsibility
Democracy and responsibility are inseparable
INternal motivation
C
Cooperation / Conformity
Considerate
Complies
Conforms to peer pressure
EXternal motivation
B
Bossing / Bullying
Bothers others
Bullies others
Breaks laws and standards
Must be bossed to behave
A
Anarchy (Lowest level)
Absence of order
Aimless and chaotic
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IV Using the HIERARCHY to Increase Academic Performance

- ***Before*** students engage in an activity, discuss behaviors at each level.
- ***After*** the lesson, ask students to take just a moment to **reflect** on the level at which they chose to operate.
- Using hierarchy in this way—***before*** and ***after*** a lesson or activity—**promotes a desire** to reach the highest level.

The more the hierarchy is discussed in **a variety of situations**, the more it becomes **a tool that students use *for themselves* to evaluate their own choices, actions, and behaviors**.

Example from a High School Teacher

I use an alarm clock analogy to teach the **importance of establishing a procedure** to get to school on time.

- **Level D** - You set your alarm clock, wake up, and get to school on time.
- **Level C** - You depend on your parents to wake you up to get to school on time.
- **Level B** - You ignore your alarm clock and come to school late.
- **Level A** - You don't even set your alarm clock because you are not responsible.

Significant Points of the Raise Responsibility System

*Teaching **BEFORE** disruptions occur*

- How young people mature after learning and continually referring to the hierarchy is what makes teaching it so valuable.
- Rather than focusing on discipline, think of the hierarchy as an **OPPORTUNITY** for young people **to have a rubric for making decisions in life.**

Hierarchy of Social Development

Key to success:

Continually focus on the *difference* between Level D and Level C: the *MOTIVATION*—*not the behavior.*

Some students in a class may be at **Level C *motivation*** because of their interest in receiving a good grade—whereas others may be doing their best because they know that doing quality work is in their own best interests and **the right thing to do (Level D)**.

INSTRUCTIONAL MODEL (cont.)

(2) Checking for Understanding

(Asking)

Students reflect on their chosen LEVEL.

This approach SEPARATES THE PERSON FROM THE BEHAVIOR, thereby negating the usual tendency to defend one's actions.

It is this natural tendency to self-defend that leads to confrontations.

Asking Example 1

- On what level is that behavior?

  I don't know.

- Tell me a civility or standard in our class.

  Not to be talking when the teacher is.

- Then you are making your own standards. What level is that?

  B.

- Thank you.

Asking Example 2

- On what level is that behavior?

  He was doing it, too.
- That was not the question. Let's try it again.
- On what level is that behavior?

  I don't know.
- What level is it when someone bothers others?

  I don't know.
- The letter comes right after A in the alphabet. What letter comes after A?

III Raise Responsibility System

INSTRUCTIONAL MODEL

(3) Guided Choices *(Eliciting)*

- **If disruptions continue, a consequence or *procedure* is *ELICITED* to redirect the inappropriate behavior. This approach is in contrast the usual coercive approach of having a consequence IMPOSED.**

INSTRUCTIONAL MODEL

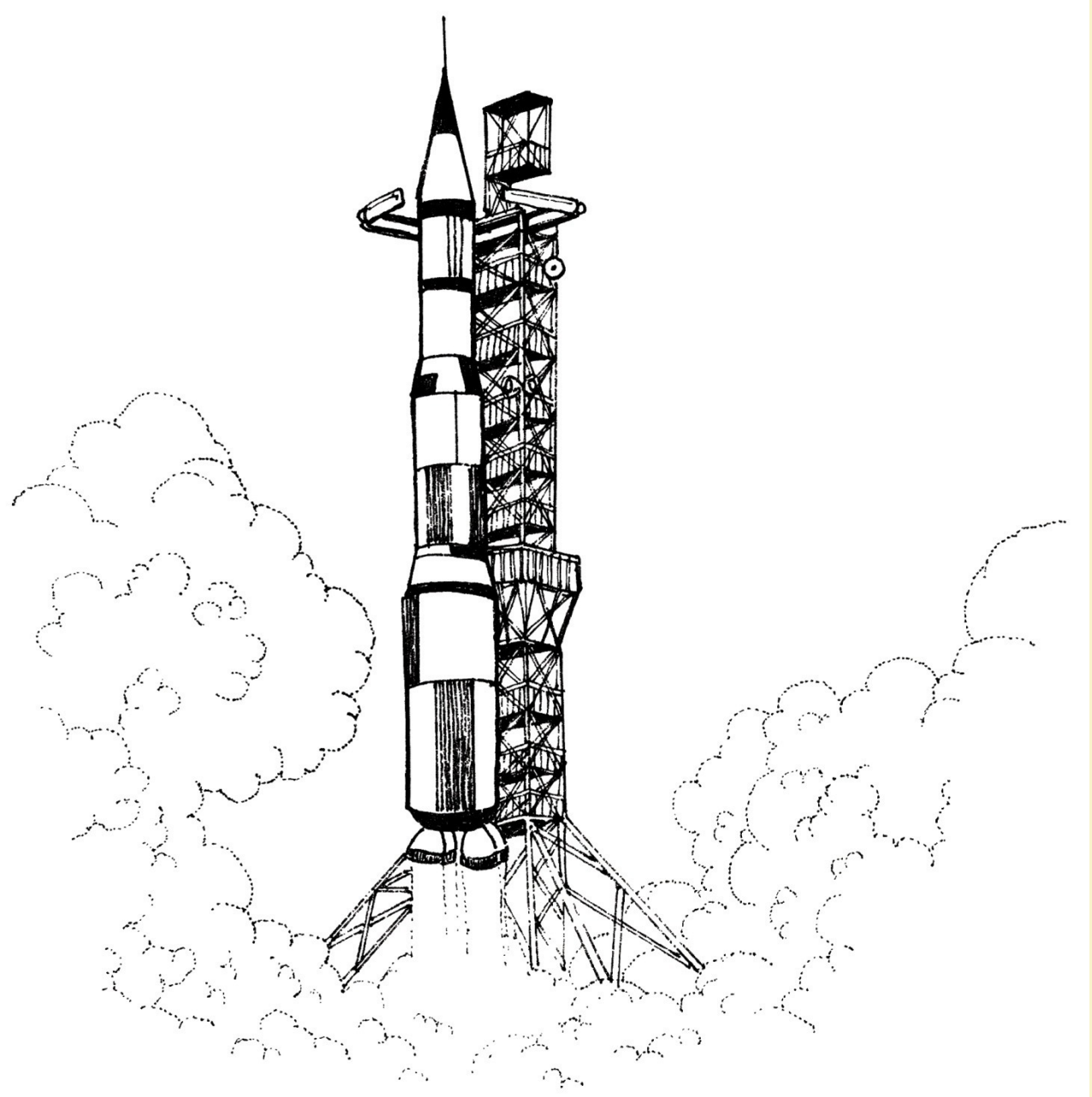
(3) Guided Choices *(Eliciting)*

- The advantages of ***eliciting***—rather than *imposing*—are that:
  (1) **an adversarial relationship is avoided**,
  (2) the student has **ownership of the decision**, and
  (3) victimhood thinking is avoided because the student is ***em***powered by having a choice—in contrast to the usual approach of being ***over***powered by the adult.

INSTRUCTIONAL MODEL

(3) Guided Choices *(Eliciting)*

- In both ***Checking for Understanding*** and ***Guided Choices***, the teacher is ***asking*—not telling**. The ***teacher*** controls the situation ***because the teacher is asking the question(s)***, and as long as the student has a choice, dignity is preserved and confrontation is avoided.



Additional Resources

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